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ABSTRACT

Six global education projects funded under (or with purposes similar to) Title III of the Elementary and Secondary Education Act are evaluated. The projects are: A Model for the Dissemination of Multicultural Perspectives for Midwestern Public Schools (Illinois), Citizen Education for Cultural Understanding (Ohio), Kentucky Model for Citizenship Education Project, International Community Workshop (Minnesota), Project Enrichment (Iowa), and the School of Global Education (Michigan). Major data collection occurred during site visits in which project staff, direct and indirect clients, and persons acting as links with organizations were interviewed. The major portion of the document contains evaluations of individual projects. However, a summary of the entire project reveals that a variety of definitions and approaches to global education exist, a lack of a well-coordinated national effort is apparent, effective leadership accounts for the success of a program, materials come from a wide variety of sources, and inservice education is a popular strategy. Also, project success depends on the capacity of leaders to operate within the constraints and support of an institutional setting, dedication to the project, sensitivity to the culture of the school, contacts with similar projects, and willingness to attend to the political and personality factors impinging on the project. (KC)

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IMPROVING INTERNATIONAL UNDERSTANDING IN ELEMENTARY AND SECONDARY SCHOOLS: A STUDY OF SIX PROJECTS

SO 014 688

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Bloomington, Indiana

12/82

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PART I

FOREWORD

The global education/international understanding movement in the United States in the 1970's and early 1980's was largely a pre-college effort. The movement was nationwide but by no means national in the sense of being uniformly promoted state-by-state or from school district-to-district. A host of organizations, agencies and individuals provided leadership, resources and support.

The movement was well underway prior to such federally sponsored efforts as the President's Commission on Foreign Languages and International Studies, and the U.S. Commissioner of Education Task Force on Global Education. Nonetheless, it did benefit from the public attention and support stimulated by these and other federally sponsored programs.

Perhaps the federal program most central to the concerns of the global education movement in the late '70's and early '80's was that authorized under Section 603 of the National Defense Education Act - Citizen Education for Cultural Understanding - later Part N of Title III of the Elementary and Secondary Education Act of 1965 as amended. This study reviewed the work of a few projects supported by 603 or Title N and a few other projects with similar goals.

We wish to thank the International Research and Studies Program of the U.S. Department of Education and the many international/global studies projects that provided us with data and materials. The six projects that were studied deserve special thanks for their cooperation, patience and tireless efforts to help us understand their programs. We are also grateful to the members of the advisory committee for their many useful insights and suggestions.

Though the funding for 603 (Title N) has been discontinued traces of its impact remain. The commitment of many individuals and agencies to the goals of this program remain strong, and many of the learning activities and instructional materials growing out of such efforts are still available and in use.

The leadership, training and materials provided by the six projects that were the focus for this report and by other similar projects are cause for optimism regarding the future of the global education/international understanding movement. We hope this report will produce reactions, criticisms, and spark additional efforts to study and to improve global perspectives in the nation's schools.

James Becker, Project Director
Merry Merryfield, Project Coordinator

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INTRODUCTION

The proliferation of programs, projects and special efforts in international understanding during the late 70's and early 80's took a variety of forms. The number and variety of these efforts were evident in the literature, the number of agencies and organizations with an interest in this area of human endeavor, the resolutions and guidelines issued by states, professional education associations and other groups, and the increases in classroom materials and activities with a global or international emphasis. The substantial increase in the number of such programs suggests that the public was becoming more willing to accept and support school-based efforts seeking to improve and expand the international understanding of children and youth. Ideally the success of these efforts should be measured by what happens in thousands of individual classrooms around the nation. Such assessments are difficult and costly and beyond the scope of this study.

This study had a more limited goal. The purpose of this project was to review the work of six projects to find out how they were operated and what those most closely associated with them learned that might benefit other such efforts and the international understanding education movement more generally. The projects were either supported by, or had purposes similar to those promoted by the U.S. Department of Education under Part N of Title III of the Elementary and Secondary Act of 1965 (Public Law 89-11) as amended by the Education Amendments of 1980. That purpose was "....to increase the understanding of students and the public in the United States about the cultures, actions and interconnections of nations and peoples to enable students and public to better evaluate the international and domestic impact of major policies and actions of the U.S."

The present "state of the art" in international understanding in the schools is the result of many individual and group efforts at the local, statewide, regional and national levels. While recognizing the contributions made by the many individuals, groups, and agencies working in this important area of education, the directors of this study focused on the work of a few funded projects that they believe were representative of many other such efforts. Prior to selecting the six projects to be studied, the authors reviewed a substantial number of international understanding projects and were convinced that there is much local creativity, and that individual teachers often develop or adapt materials or ideas to suit their particular situations. This review also made clear that across the country, classroom and in-service workshop material are often drawn from special projects or programs. Furthermore, the intellectual structure and teaching ideas that undergird many local, state and regional efforts can often be traced to special projects which have had the benefit of outside funding, strong leadership, and a sustained effort to come to grips with conceptual, definitional as well as materials development and implementation issues.

The authors were faced with two major constraints in undertaking this study. The first was practical, as both time and resources were limited. The second was conceptual, namely the lack of models suited to the type of programs being studied. The latter was, of course, the more critical problem.

While each of the projects studied was seeking to improve or expand international understanding in schools, the manner in which this general goal was pursued varied greatly. The projects also had different objectives, sponsorship, and institutional settings. These conditions argued for a case study approach.

METHODOLOGY

The major objective of the study was to find out what those most closely associated with the international understanding projects learned that could be of help to others already in similar situations or considering undertaking such efforts. Questions addressed included: How did the projects begin and evolve? What factors helped or hindered success? Who played key roles in the projects? What roles were crucial to the projects operation and to the project's success? What have they accomplished? The evaluative inquiry sought answers to these and other questions by talking with representatives of different groups of people associated with each project. Each perspective contributed to a broadened understanding of how the projects worked and, taken together, these multiple perspectives clarified what has been learned from the projects.

In the initial stages of the evaluation project, it became obvious that each project was unique and heavily dependent upon its own social, political and economic contexts. The projects could not be compared empirically by scope, strategy, or even funding. Naturalistic responsive evaluation methods were chosen as appropriate to the inquiry.[1] Focusing on the concerns and issues relevant to the projects' stakeholding audiences, qualitative methods were the basis for data collection.

After briefly examining information from more than 50 global education projects throughout the U.S., the evaluation team looked

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[1] See Egon Guba and Yvonna Lincoln's Effective Evaluation, (San Francisco; Jossey-Bass), for a detailed explanation of this evaluative methodology.

more carefully at some 20 projects in the Midwest. Budget considerations including limited travel funds were major factors in focusing on projects in one area of the country. Project directors were interviewed about the status and strategies of their projects, and the possibilities of being selected for case studies. Documentation, such as project proposals, reports, news clippings and brochures, was requested, received and reviewed. Questions arising from the documents reviewed were asked of project directors to clarify the parameters of each project. Possible projects were then outlined and discussed by the evaluation team. Finally, six projects were selected for case studies based on diversity in scope (from statewide to regional to community-based to a single school) funding (federal, state and private monies), background (a university base, a foundation, a single school system, a state department of education), geographic area (over six states, urban and rural) and audiences served (elementary, middle school and secondary teachers, adults in communities, K-12 students, and international college students).

Although documentation and interviews with the project directors allowed the evaluation team to become familiar with the project goals and history, the major data collection took place during site visits. During 2-3 day site visits, the evaluation team interviewed persons representing the leadership as well as different audiences of each project. Project staff, direct and indirect clients, persons acting as links with organizations or institutions were asked how they became involved with the project, what their roles were, how the project succeeded or failed, what their major concerns were about the project. The evaluation team purposefully chose people to talk with who were

likely to have different opinions, different roles, different backgrounds. Highly descriptive data were collected in order to write an in-depth portrayal of each project in action. Where it was possible, the evaluation team observed ongoing activities. Sample instructional and resource materials were also obtained.

Data collected about each project was analyzed separately. Why did the project come about? What role did outside funding play in the project outcome? What was its purpose? What did its audiences perceive as its outcomes? What were its perceived successes and failures? What were different perceptions of concerns and issues surrounding the project? What does its future look like? What were the critical factors influencing the project's outcome?

This analysis led to an examination of what had been learned across all the projects. As explained above, no broad generalizations applying to all global education projects were sought. The extent to which the projects examined here are relevant to other project may well be a function of the way in which those involved in other projects define their roles or see similar or comparable contextual factors. These contextual factors shape the project and, along with project design, must be the basis for comparison. Contextual factors include the socio-economic background of the project audiences, the politics of the sponsoring institutions and other organizations involved with the project, the economic status of the communities involved, the attitudes of key people toward global education and international understanding, the perserverance, diplomacy and organization skills of the project staff, and the ability of sponsoring institutions to work together.

Part II

INTERNATIONAL/GLOBAL UNDERSTANDING PROJECTS

A Model for the Dissemination of Multicultural Perspectives for Midwestern Public Schools

Sponsor: The International Studies Department, Elgin Community College, Elgin, Illinois

Citizen Education for Cultural Understanding

Sponsor: Mershon Center, Ohio State University, Columbus, Ohio

Kentucky Model for Citizen Education Project

Sponsors: Kentucky Department of Education
Kentucky Council of International Education
Kentucky Education Association
Western Kentucky University

International Community Workshop

Sponsor: International Student Advisor's Office
University of Minnesota
Minneapolis, MN

Project Enrichment

Sponsor: The Stanley Foundation
Muscatine, Iowa

The School of Global Education

Sponsor: Stevenson High School
Livonia Public Schools
Livonia, MI

TABLE I PROJECT PROFILES

TITLE	Project Enrichment	Global Education Project	International Community Workshop	Kentucky Model for Citizen Education for Cultural Understanding	Model for Training & Dissemination of Multicultural Perspectives for Public Schools Personnel	Citizen Education for Cultural Understanding
FUNDING	Stanley Foundation since 1972	Michigan Dept. of Ed, 1979-Livonia Public Schools, 1980-82	U.S.D.O.E.-603 grant/1979-80	U.S.D.O.E.-603 1980	U.S.D.O.E.-603 1980-81; continuation is through "M" grant	U.S.D.O.E.-603 in 1979; 1981 continuation through "M" grant
SPONSORSHIP	Stanley Foundation & Muscatine School System	Livonia Public Schools	International Student Advisors Office, Univ of Minnesota	Kentucky Educators Assoc, Kentucky Council for International Ed, Kentucky Dept of Ed, Western Kentucky Univ	Elgin Community College	603: Mershon Ctr, Ohio State, Columbus Public Schools, International Council of Mid-Ohio
SCOPE	The community of Muscatine, IA	Stevenson High School, Livonia MI	4 communities in Minnesota	Statewide in Kentucky	177 School districts in Northern Illinois	603: Franklin County "M" grant: statewide in Ohio
LEVEL	Grades 7-12, the Community College & community at large	Grades 9-12	Grades K-12 & the communities at large	Grades K-12	1980: Grades K-12 1981: Grades K-8	Grades 6-12 Teacher training
GOALS & OBJECTIVES	Community awareness of global interdependency & appreciation of human diversity	Student awareness of the cultural, economic & technological interconnections; an interdisciplinary approach to global perspectives	Demonstration of international students as resources for cross-cultural understanding; production of a training manual	Identify and model the use of community resources for cultural understanding	Set up a Multicultural Education Center for Citizen Awareness (MECCA); expose teachers, librarians and administrators to materials	Extend community networks. Provide teacher access to materials. Enchance quality of international education in the schools.
ACTIVITIES	Model U.N., International classroom visits, funding for conferences, workshops for teachers, dissemination of teaching materials, community speakers & forums	A "Global School w/in a School" Concept with 2-4 classes integrated under a global perspective, simulations, role-playing, field-trips	Teacher Workshops, classroom presentations, home stays, community cultural events	Leadership training, organization of community resources	Curriculum development, teacher workshops, resource networking	Curriculum seminars, conference on global education, special training sessions
STATUS	Project is on-going; staff & participants available	Students, teachers & classroom materials are available	Documentation is available; many of the staff & participants can be reached for interviews	Resource files are available; participants & staff can be reached for interviews	MECCA documentation and persons involved in project available	Project is on-going; staff and participants are available
FUTURE CONTEXT	Project is expected to continue with possible expansion to elementary level	Activities of project are continuing at Stevenson High School	Project ended in 1980; activities are continuing at local level	Project continues to disseminate information through existing publications & networks	New manual & 108 teacher modules are being developed; workshops will aid in dissemination	Mershon Center will continue its efforts in global education regardless of outside funding

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A MODEL FOR THE DISSEMINATION OF MULTICULTURAL PERSPECTIVES FOR MIDWESTERN PUBLIC SCHOOLS

Sponsor

The International Studies Department
Elgin Community College
Elgin, Illinois

BACKGROUND

The International Studies Department of Elgin Community College is a multifaceted operation emphasizing cultural studies of Asia, Africa, Latin America and the Middle East; topics in interrational studies; non-traditional languages; teacher education; study abroad and international business. The program was helped initially by a grant from the U.S. Office of Education Undergraduate International Studies Program. The accumulation of resources and experiences under this grant made more apparent to the International Studies Department staff the gap between what students and the general public know about international affairs and the increasing need for greater public understanding of international issues. The accumulation of library and other resources by the Department staff also convinced them that the problem of public understanding was not so much a matter of the lack of expert knowledge at the college and university level but of a failure to effectively disseminate what is known. This led to a proposal to develop a model for dissemination of multicultural perspectives.

The Elgin Community College Model for Dissemination of Multicultural Perspectives Project was funded under Section 603 of Title VI of the National Defense Education Act. The project was directed by Walter Garrett and Duane Nelson both of International Studies Department, Elgin Community College, Elgin, Illinois. It was coordinated from the Multicultural Education Center for Citizen Awareness (MECCA) housed on the Elgin Community College campus.

The project was designed to complement and supplement the International Studies Program which started three years earlier. The program was supported in part by a grant from the U.S. Department of Education under the

undergraduate International Studies Program.

The major goals of the MECCA project were to:

1) Create a dissemination network between MECCA and school districts in Northern Illinois;

2) Train 30 elementary and secondary teachers so they might help other teachers in their districts;

and

3) Alert 25 public librarians to the availability of cultural awareness materials suitable for use in elementary and secondary school classrooms.

The process of accomplishing these goals was viewed as an opportunity to demonstrate a dissemination model that could be replicated in other communities around the nation.

The major means of accomplishing these goals were the preparation of curriculum modules, in-service workshops, and the collection, organization and utilization of multicultural materials.

The products and services provided by the project staff were geared to the elementary and middle school/junior high school level. Among the factors contributing to the project directors decision to focus on the pre-high school level were:

1) The directors of the project viewed the senior high school, with the tendency of teachers at that level to view themselves as tied to the academic disciplines, and the specialization and rigidity of the curriculum at that level, as an unfavorable environment for their efforts.

2) The fact that the directors felt that the community college had less prestige than a University, and as a result was not as likely to

have its projects or messages accepted by teachers in the high schools was another factor in MECCA's decision to limit their efforts to elementary and middle school personnel.

and

3) A third element in this decision was the fact that a statewide effort sponsored by the Illinois Office of Education aimed at the high school level was underway. The directors of the MECCA project wanted and needed the cooperation of the state office and did not want to be viewed as competitive with the statewide program. Although the focus was an elementary and middle school program, a number of high school teachers did participate in MECCA activities.

Initial efforts by the project directors at network building, in-servicing, and curriculum-modules development included contacting administrators and teachers in three nearby school districts. Two out of the three districts were cooperative and enthusiastic. The administration in the third district, which was beset by budgetary problems and lack of public support for some of its programs, was uncooperative. A number of individual teachers in this district did participate in the project, but the project did not receive official recognition and cooperation from the administration in that district.

In those districts wherein the administration provided leadership the program went very well - teachers attended workshops, helped test materials, and selected teachers prepared some of the modules. When asked why she urged teachers to participate in MECCA activities the supervisor in one of these districts said "the project seemed carefully thought out, it provided an opportunity to bring elementary, secondary and high school teachers together and offered needed in-service in an important area of the curriculum." About a dozen K-12 teachers from

this district attended a workshop and participated in the institute program. These teachers were pleased with the workshops and also felt the materials they received were especially useful.

The preparation of modules - lesson units requiring from 15 minutes to a few weeks of classroom time - was a major task undertaken by this project. The modules were built around concepts identified by teachers as emphasized in 5 popular social studies and language arts textbooks in grades K-8. Meetings were held to discuss approaches, strategies and guidelines for preparing modules that could be infused into existing courses or curricula.

Two teachers at each grade level K-8 worked as writers. The goal was 12 modules per grade level, as the modules were completed they were duplicated and distributed to the schools for trial use. A later decision made it likely that the 5 best at each grade level would be published.

After they were tried out in the classroom a team of 3 teachers and 3 MECCA staff members serves as an editorial team to review and rewrite the modules.

Three major outcomes of the project were:

1) A large collection of books, articles, pamphlets and other materials currently being catalogued in a computer system which school districts can access;

2) Increased contacts between community college faculty and elementary and secondary educators providing additional opportuniteis for joint efforts;

and

3) A stronger commitment on the part of the community college faculty

and administration to the field of multicultural education and to working with other educators at all levels of education.

One major issue that emerged as a result of the success in getting teachers to produce modules was the question of "quality control." Though most of the modules may be useful to those teachers who teach in situations similar to that of the teacher who prepared the module, other teachers may well find the module too brief, unclear or faulted in other ways to be too much help. The team of 6 reviewers and editors have the task of deciding whether to rewrite, edit, scrap or circulate the modules.

The advantage of involving teachers in the writing of lessons and activities include:

1) Finding new teaching ideas or strategies and creative ways to present materials;
2) The commitment and enthusiasm generated by such participations;
3) The credibility of the materials because they were developed by teachers.

Among the disadvantages are:

1) Disappointment teachers may feel if their lessons are not used;
2) Lots of unusable modules;
3) Need to rewrite or drastically change many of the modules and the likelihood some of the teacher/writers will be upset by the changes made in their materials.

In this case the teacher/writers were paid so they may feel that whether or not their modules are used they have recieved some compensation for their efforts. Nevertheless those teachers whose units are not reproduced may become less supportive of the project than they were prior to such a decision.

In addition to the modules, the project produced a two volume publication Curriculum Resources for International Education. These volumes, each over 200 pages, contain reprints of articles, lessons, bibliographies, reports and newsletters. These volumes provide evidence of the rash of materials currently available that provide insights into the nature, extent and variety of existence international/global education efforts.

THE PROJECT IN ACTION

Walter Garrett felt the meeting of members of the advisory committee was a good time to review the purpose and accomplishments of the project to date. "You will recall," he reminded the group, "we set out to accomplish three tasks, they were to:

1) Establish a network of teachers, schools and resources;

2) Prepare curriculum modules;

and

3) Stimulate the interests of a large number of teachers in the area and involve a selected group of teachers in the preparation of the curricular modules."

"Did we really believe we could do all this in one year?" asked Duane Nelson, a faculty member at Elgin Community College, who had helped write the proposal for the project. "No one can accuse you two of lacking ambition" remarked Bill Stepian, a social studies coordinator in a nearby school district and member of the advisory group.

"Actually we have done rather well," responded another member, of the group, Susan Sininger, Director of Elementary Education in a nearby district. "The modules will soon be revised, the workshops

and distribution of materials has aroused much interest amongst teachers in this area, and the glimmerings of a network are beginning to appear."

Walter nodded, and added, "a major disappointment is that only 2 out of the 3 school districts in this immediate area formally endorsed our efforts." "The situation in the district that decided not to cooperate with us was just too unstable to get a formal decision on any outside effort." Duane Nelson reminded the group, "declining enrollment, controversies over previous policies and school-community tensions made the school administration leery of any project that could conceivably get publicity and surface more controversy over current programs in the district schools."

"We certainly have had excellent cooperation and support in the other two districts" Walter reminded the group.

"The project suited our purposes very well" stated the elementary curriculum director from one of the cooperating districts. "It was a carefully thought out program, dealing with an important area of human concerns, and it offered some incentives for teacher involvement," she continued. "We used it to bring teachers from different schools and different grade levels together to review what we were doing in social studies and to make plans to enrich or revise our current offerings to emphasize an international dimension."

It seemed apparent to Walter that leadership in this district was alert and capable of capitalizing on the resources and stimulation the project offered.

"The workshops were the highlight of the project for our teachers" stated a social studies teacher who served as a member of the group.

"The demonstrations of lessons and activities, the substantive presentations, and the materials provided the participants were all useful and much appreciated by those who attended."

"What will we do with all these curriculum modules?" asked Duane, looking at the large pile of materials the teachers had produced. "They vary greatly in quality and there is much duplication in content and approach."

After considerable discussion it was decided to select the 5 best from the 10 or 12 modules prepared for each grade level. "That's a job for the editing and selection committee" someone remarked. "Thanks a lot" said John Near, one of Walter's colleagues who headed that committee. "I suggest we keep all of them on file here for those who wish to come and browse, but only distribute the 5 best," he added. John continued, "we can send the teachers who prepared the modules a thank you note as well as an indication that their work will be on display here." "Since they were paid for preparing them, they probably assume we will decide what use to make of them."

"Is there any aspect of the project we need work on more diligently?" asked Walter, looking at his watch as the time to adjourn was approaching. "The network and the communication efforts still need to be improved," a member of the group volunteered. "Notices of meetings and availability of materials are still not very efficient."

"We all need to give some thought to that; it will be the major item on the agenda for our next meeting," concluded Walter.

As the members of the group prepared to leave, Walter thanked them for their cooperation and contributions to the success of the project.

DYNAMICS

In general, teacher response to MECCA workshops, materials and activities was very positive. The major criticism from those teachers most directly involved was the lack of clear-cut goals and guidelines in the early stages of the project. This criticism was voiced particularly by some of the teachers who prepared modules. They felt their efforts would have been better if one or more models demonstrating essential elements and ingredients of a quality module had been available at the start. Feedback from the project staff in the early stages of module development was also cited as desirable, but missing element, in the MECCA program.

A major positive element in the project, as viewed by teachers, was the quality and quantity of materials they received. There is little question but that many of the activities and contacts developed during the project will continue to serve the interests of both the Community College faculty and the elementary and secondary teachers in the area.

The International Studies Department has, as a result of this project, broadened its mission and increased its commitment to helping pre-college educators in their efforts to improve international understanding in the schools. The large collection of materials and the interests of the International Studies Department staff and the positive attitudes of teachers toward MECCA bodes well for the continuation of the project.

CITIZEN EDUCATION FOR CULTURAL UNDERSTANDING

Sponsor

Mershon Center
Ohio State University
Columbus, Ohio

BACKGROUND

Since Chad Alger's development of Columbus In The World in 1972, the Mershon Center of the Ohio State University has played a major role in the conceptualizing, networking, programming, producing and disseminating resources in the field of international/global education. The Mershon Center's many efforts are grounded in research and built from extensive experience, expertise and available funding. In Mershon's milieu of interrelated efforts it is difficult to single out one project and examine it without constantly being reminded of the overlapping contextual factors from which it emerged. The following overview of relevant Mershon Center activities provides a backdrop for better understanding of the project under study.

In the early 1970's, Chad Alger and Dick Remy along with Judy Kies conceptualized a unique approach to citizenship education. This approach focused on the linkages between a local community and the world. Its goals were to increase awareness, decision-making skills and feelings of efficacy for both children and adults. The replication of the ideas behind Columbus In The World in other communities and states is well known. Many programmatic efforts have followed from this strategy of combining international linkages with a community base. The Youth Education Committee of the International Council of Mid-Ohio (it is now called the Columbus Council on World Affairs) was formed in 1977 to provide a mechanism for bringing together the schools, the university and the community. Resources International, which provides teachers and others in the community with access to community experts on international topics, grew out of The Youth Education Committee in 1977.

These efforts, in turn, provided an important basis and springboard for a 1979-80 Department of Education 603 grant, "Citizen Education for Cultural Understanding." Recognizing that Resources International was especially used by sixth and seventh grade teachers, the Mershon Center worked with Columbus Public Schools (CPS) and the International Council of Mid-Ohio to upgrade global education at those levels through teacher workshops, resource dissemination and a global education newsletter. Responding to problems identified in the first 603, CPS initiated another 603 grant in 1980 with the cooperation of the Mershon Center and the International Council of Mid-Ohio. It is this project on which the case study will focus.

In 1980, Columbus Public Schools changed from a K-6, 7-9, 10-12 to a K-5, 6-8, 9-12 grade level organization. The new curriculum placed a strong emphasis on world geogrpahy and cultures at the seventh grade. The middle school plan also called for interdisciplinary instruction; social studies, language arts and reading were to be integrated into a 2½ hour block. Teachers had not only to adapt to the middle school concept but also infuse a global perspective into a new interdisciplinary curriculum. The 603-II grant addressed these needs.

Although it was not a continuation of the first 603, the second "Citizen Education for Cultural Understanding" project enjoyed the same joint sponsorship and many of the same staff. Tom Leidich, an administrator for CPS, served on the staff for 603-I and initiated the discussion and planning which led to 603-II. His relationship with the Mershon Center goes back several years to when he was the secondary social studies consultant for CPS and a key contact in the original Mershon programming in global education. Tom was also a founding membe

of The Youth Education Committee. Dick Remy, Director of the Mershon's Citizenship Development Program (CDP), served as project Director for both 603's. He also serves as Chair of The Youth Education Committee. In the 603-II Dick was primarily responsible for the design and implementation of the curriculum seminar. Judy Kies, Associate Director of the Mershon's CDP and Jim Sims, curriculum specialist for CPS, were workshop co-directors. Both had worked with the 603-I as staff and resource persons. Several of the senior project consultants, Gene Gillion, Professor of Humanities Education at Ohio State University, and Chad Alger, Director of the Mershon's Columbus In The World Project, had also been involved with the 603-I. These overlapping relationships through previous efforts and complimentary organizations allowed the experience gleaned from other projects to benefit the 603-II.

The strategies of 603-II were two-fold: (1) a curriculum seminar with selected seventh grade teachers aided by curriculum supervisors and university specialists to develop materials and resources to meet the CPS goals for an interdisciplinary approach with a global perspective; (2) a workshop and follow-up activities for all seventh grade CPS social studies, language arts and reading teachers to introduce and demonstrate the new materials.

The curriculum seminar is a powerful tool for combining teacher constructed materials and a large data base. Charged with identifying materials appropriate to an interdisciplinary global curriculum, the teachers were also asked to employ a community-based approach with linkages to Mid-Ohio. Four teams, each with one social studies, one language arts and one reading teacher, prepared an introduction to global connections and materials on the regions of Africa, East Asia,

the Middle East and Southeast Asia. The social studies teachers had experience with the 603-I project and provided leadership in these new teams. CPS curriculum specialists and the Mershon consultants worked with the teachers. Globally-oriented materials from the Center for Teaching International Relations (CTIR), Global Perspectives in Education (GPE), the Mid-America Program for Global Perspectives in Education and the South Asian Area Center of the University of Wisconsin were available to the participants. Meeting over a five month period for fourteen 3 hour sessions, the teachers, with the aid of the curriculum supervisors and Mershon consultants completed a plethora of lesson plans, resources and ideas.

In November, the middle school principals were briefed on global education and the community approach, the curriculum seminar and the plans for the upcoming dissemination workshops. During March and April the teacher teams, supported by the core staff, conducted multi-track workshops for all seventh grade CPS social studies, language arts and reading teachers. Each workshop consisted of eight hours of training divided into 2 sessions. Guest speakers and opportunities to work with the new materials characterized the workshops. Teachers from the curriculum seminars described and demonstrated the new materials. Feedback from the workshops was used to revise the materials. Bob Woyach, Associate Director of the Mershon's Citizenship Development and Global Perspectives Program, integrated workshop feedback, edited and formed the materials into a 450 page resource book, World Regions: The Local Connection, which was disseminated throughout CPS in February 1982. Other follow-up activities included presentations to the OSU College of Education faculty, the Education Conference on Citizenship in

Milwaukee, the Convention of the International Studies Association and the Social Studies Supervisors in Texas.

The curriculum seminar is the core of the 603-II. A visit to the Mershon Center may clarify what it was like.

THE PROJECT IN ACTION

The Mershon Center is housed in an old fraternity house at the edge of the Ohio State University campus. Funded through an endowment with additional monies from the University, grants and contracts, the Mershon staff works in areas of national security, policy studies, international relations, leadership and citizenship education. Most of its staff hold joint appointments as faculty in other departments. Many of those working in Global Education have joint appointments in Political Science. Their interest in global education comes from a concern about the apathy and lack of involvement many Americans have towards foreign policy and international events and issues. Projects, such as the "Citizen Education for Cultural Understanding" 603-II, allow the Mershon to bridge the gap between theory and practice.

Following the now familiar map of OSU, the teachers find their way to the Mershon Center and its large parking area at the rear of the building. To many who visit the OSU campus at night, this adjacent parking lot creates a feeling of safety. Realizing that the participating teachers have a full schedule and are coming from all areas of Columbus, the Mershon staff try to find ways to make participation in the seminar easy. Dick Remy has arranged the conference room with reference information and working materials. His role in clarifying teacher expectations during the seminar is critical.

Jim Sims arrives early to discuss a problem in integrating language arts and social studies with a teacher. Jim is the CPS English/language arts curriculum supervisor. He participated in the 603-I and has been actively involved in the design of the 603-II. Jim sees teacher-developed materials as self-contained lessons readily usable by other middle school teachers.

As the seminar begins, the teachers discuss the progress they have made to date. Miriam Glessner,* a social studies teacher in the South and Southeast Asia group, talks about the culturegram on India she discovered the week before. Other groups inquire if such materials exist for their areas of the world. Sheila Harris, a reading/language arts teacher in the Middle Eastern group, shares her concerns over the reading level of some of her group's materials. A discussion follows on strategies to adapt the various materials to the seventh grade level.

Tonight guest speakers are available for each world area. Jan Love, Professor of International Politics from Dennison University, talks with the Africa group about South Africa and apartheid. She mentions the bill currently before the Ohio legislature to limit investments in South Africa. These special lectures stimulate enthusiasm and new ideas.

The teachers divide into their area teams for the evening's work. Karel Levy, a reading/language arts teacher in the Africa group, is looking for materials which blend language arts and social studies

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* Miriam Glessner is currently the social studies consultant for Columbus Public Schools.

content. Abbey Thistlewaithe, the reading supervisor for CPS, helps Karel look through a stack of primary sources of African literature. Myths and Folktales Around the World provides the material Karel seeks. Reading through the African myths, Karel examines content and reading level. Knowing what will work with her own students is the key to choosing appropriate materials. She shares her findings with Lisa Faulkner, a social studies teacher in the Africa group. Together, Lisa and Karel choose three myths and discuss ways they could be used in the classroom. The group process leads to interdisciplinary sharing and helps to screen materials at an early stage. Rapport and mutual appreciation are important consequences of the group structure.

Lisa asks Bob about where to find statistics on Africa-U.S. trade. She mentions Lee Anderson's presentation to the seminar in the early sessions and wants to follow-up on an interdependence theme he had stressed. The first few seminar meetings concentrated on introducing key concepts, goals and issues in global education. These sessions, the foundation of the seminar, exposed teh participants to major work in the field of global education. Bob promises to check on available trade figures by next week. A key to facilitating the teacher's work is providing research assistance when necessary. The Mershon staff also provides typing services for the teachers.

The session ends with each group summarizing their progress and sharing problems. A brief plan is sketched for next week's work. Lisa checks out some materials she wants to use in her classes this week. The final resource book is still months away.

DYNAMICS

What is the future of projects such as the 603-II described above? At the Mershon Center, global education is in good hands. In 1980 the Mershon Center collaborated with the OSU School of Education for a joint Faculty Seminar on Global Perspectives in Education. The Youth Education Committee continues programming in Global Education. A new curriculum seminar began in the fall of 1981. Funded through a D.O.E. Title "N" grant, the Project was initiated by the Mershon Center and the Consortium for International Studies Education (CISE) in cooperation with the Ohio Department of Education. Part of the project was a curriculum seminar to adapt introductory college-level learning resources on key global issues for use in high school courses. The curriculum seminar appears to be an effective strategy for professional development as well as identifying practical usable teaching materials.

The Mershon Center has worked effectively by instituting change in tandem with school district innovations (as in the Middle School project) and taking advantage of the availability of outside funding (603's "N" grant). Networking through the Youth Education Committee, CPS staff, and internationally focused organizations has played an important role. The Mershon Center's emphasis on substantive content and quailty control has led to excellent materials. Occasionally this emphasis on quality has created tension between the Mershon Center and other agencies, such as the State Department of Education, over control of projects. Some organizations that have worked with the Mershon staff in global education programming feel that this concern for quality has hindered sharing of project control and strategies.

Perhaps the Mershon Center's greatest strength lies in its long term commitment to improvements in a number of areas of education including global education. Networking through schools, communities and the university reinforces ideas and activities. Creating organizations which bring together these groups leads to mutual support and understanding. This support is not only for today. Teachers, administrators, and concerned community members know the Mershon Center will be there tomorrow. The continuity of Mershon programming and its ability to acquire funding are important factors in the impact of global education on Mid-Ohio.

KENTUCKY MODEL FOR CITIZEN EDUCATION PROJECT

Sponsor

Kentucky Department of Education
Kentucky Council of International Education
Kentucky Education Association
Western Kentucky University

BACKGROUND

The groundwork for a statewide citizens education project in internaitonal understanding may have been layed in 1977 when Kentucky in the World, The World in Kentucky, a 244 page volume of activities, lessons and data was, through a series of sixteen workshops, distributed to more than 700 Kentucky teachers. The preparation of this handbook of activities and lessons as well as the leadership in planning and running the workshops was largely in the hands of Helen Worthington, Social Studies Consultant, Division of Program Development, Kentucky Department of Education. In her mind the 1980-81 Kentucky project was a logical follow-up to the earlier workshops and materials. The earlier efforts had demonstrated that teachers need opportunities to learn more about global issues and processes, and would benefit from community involvement in discussion of global issues.

The Kentucky Model for Citizen Education for Cultural Understanding project was funded under Section 603 of Title VI of the National Defense Education Act. The project was sponsored by three statewide organizations - the Kentucky Department of Education (KSDEd), the Kentucky Council of International Education (KCIE), and the Kentucky Education Association (KEA). Western Kentucky University was the project fiscal agent. The Co-Directors were Dr. Raymond L. Cravens, Professor of Government, Western Kentucky University and Helen Worthington, Program Manager (Social Studies), Bureau of Instruction, Kentucky Department of Education. Helen Worthington was primarily responsible for project program direction, and Raymond Cravens was responsible for fiscal administration and project assessment.

The three statewide organizations assumed specific responsibilities for the initiation and conduct of the project. The KSDEd provided program administration and liaison throughout the state with participating schools and districts. The KEA provided the Chairpersons for the District Leadership Teams through its Instruction and Professional Development Committee (IPDC). The KCIE provided campus representatives for each District Leadership Team.

The project activities were implemented by teacher leadership teams in the twelve KEA Districts in Kentucky. Teachers played a major role in the initiation of activities and in the implementation of the project. This feature of the project has received very positive reactions from the teacher participants.

The project goal was "to identify and to model the use of community resources for citizen education for cultural understanding and to orient and to motiva e social studies and other teachers throughout Kentucky to utilize such resources in effective modes." To achieve this goal the following objectives were set forth:

1) To demonstrate approaches to the identification, compilation, and use of community resources for world awareness;
2) To disseminate information about and to stimulate interest in contemporary issues in a conceptually organized approach to citizen education for cultural understanding;
3) To establish model mechanisms for community and school interaction on global issues through the conduct of special issue oriented forums and classroom demonstrations;
4) To establish Community Councils on World Awareness to provide continuing leadership to cultural awareness activities in the schools and communities;

5) To provide inservice training to social studies and other teachers throughout the state to enable them to use community resources for cultural understanding;

and

6) To provide initiation of a formal network within the state to stimulate the initial development and further adoption of the model after federal support has been terminated.

A Steering Committee composed of the co-directors and Martha Dell Sanders of the KEA planned the initial activities for the project year. The Committee working with the IPD Committee of KEA established the district leadership teams. The IPD Committee representatives from each KEA district served as Chairperson for the leadership teams.

Early in the life of the Project a statewide leadership conference was held. Chairpersons and leadership team members from each KEA District attended along with KCIE representatives and resource persons. A total of 68 individuals registered for the conference.

A copy of the conference program is attached. Included were sessions providing general project orientation; leadership team organizational meetings, and materials familiarization work. Business details of project administration were presented. The project time line and district team budget details were provided to each project participant.

The twelve district leadership teams scheduled team meetings during the project year. At these meetings project activities were planned.

The identification of opportunities and resources for improving international understanding was an important element in the projects district level activities. Resource inventories were conducted in each of the districts. A total of eighteen inventories or resource files

were compiled and in about half of the cases they have been duplicated and made available to other teachers in the school district. Students sometimes assisted with the compilation of the inventories, an approach which was found to be a beneficial learning experience and a significant aid to the completing of this project activity.

The heart of the project's activities was the community forum. Forty-seven community forums were conducted by the district teams or team members. All districts conducted these forums. One hundred-eighty-two (182) resource persons and over twelve hundred (1,200) individuals participated in these forums. The forum topics included:

Energy
World Economics
Pollution
Citizens in a New Country/Cultural Shock/Today's Immigrants
Food and Hunger
Peer Pressure
Materialism
Arms and Security
Chemical Waste
Nuclear Power
Human Rights
International Relations
Women in Business and Labor/Women's Issues/Women in the Middle East
Cultural Diversity
The Aged Around the World
Drugs
Dating Customs/Teenage Lifestyle
Education, U.S. and Abroad/Financial Support of Schools/Impact of Cultural Differences on Schools
Family as a World Institution
World Terrorism
Approaches to Death and Dying
Man's Inhumanity to Man

The resource persons who participated in the forums come from diverse backgrounds and occupations. The names and occupations of some of the resources persons are listed at the end of this report.

The project staff encouraged teachers to use the community forum format in their classrooms. Fifty-one (51) classroom demonstrations were conducted, twenty-six (26) of the demonstrations used the forum format. Other formats included a mock United Nations Security Council session where more than thirty students represented fifteen nations. The issues in this mock session were Russia in Afghanistan and the Middle East Crisis. In some cases, students conducted the forums or participated with outside resource persons. The use of persons representing different points of view on the topics under discussion was a major feature of both the community forum and the classroom demonstration. The project provided materials for use in the classroom demonstrations.

Inservice workshops of at least three hours in length were conducted in ten of the twelve districts and post-project inservice programs are scheduled to be presented during the 1981-82 school year. Three hundred and thirty-six (336) teachers from over ninety (90) schools attended these workshops. They were conducted by the teacher team in each district. Packets of global education materials were made available to those teachers in attendance. The inservice program format generally included a demonstration community forum using local resource persons, materials, displays, media reviews, and a description of the leadership team project activities during the year. In some cases an international meal was a feature of the meetings.

Three of the district teams reported that a Community Council for World Affairs had been formed. Others indicated that the resource persons they had utilized would be willing to serve on a Council, but that they needed specific activities to justify the establishment of such an organization. Though the establishment of a formal Council arrangement does not seem likely in most of the project districts, there are good prospects for expanded use of community resources in teacher and classroom forums and programs.

Each of the 12 project districts had a budget of its own.

Sample of District Budget

Leadership Team members:	
Travel and per diem (in district)	$ 348.00
Teacher stipend for non-school time participation in leadership team activities @ $10.00/hour for 135 hours	$1,350.00
Supplies, information dissemination and duplicating	$ 100.00
Inservice training for social studies teachers in District (materials dissemination) 40 teacher kits @ $23/ea.	$ 920.00
TOTAL	$2,718.00

A project assessment conference was held on July 20 and 21, 1981 at Lexington, Kentucky with the Project Steering Committee and selected college representatives in attendance. A copy of the conference schedule of activities is attached as Appendix. An assessment questionnaire was sent to all project leadership team members. Of 64 questionnaires sent, 42 or 65% responded. A second questionnaire emphasizing positive results and suggestions for improvements was

administered to the Steering Committee during the Assessment Conference.

THE PROJECT IN ACTION

Helen Worthington, Co-Director of the project has just arrived in Owensboro for a meeting with a local planning committee. The chairperson greets her with:

> I am sure glad you're here. We have an enthusiastic planning group, but I am unsure about the format and the substance for our community forum. We have invited Professor Jones, a specialist on Latin American History from Eastern University to be a presenter. He seems interested in working with us, but is unfamiliar with what is being taught at the elementary and secondary level. He also seems unaware that teachers work in a very different environment from that of college professors.
>
> The community resource people we have identified have both lived and worked in Latin America - one as an executive for a multinational firm with operation in Chile, the other as a Peace Corps volunteer in Guatemala. They are both personable and seem excited about their participation. Their views of what the U.S. should do about anti-U.S. sentiment in Latin America are very different.
>
> I know you will help us pull it all together.

Helen sighed;

> I thought we would be dealing with budgets, who would preside at various sessions, the nature of our material display, and your progress in compiling a community response file.
>
> We have those well in hand, the chairperson replied, but I am not familiar enough with the substance of the topic nor sure enough about the views of the presenters to feel comfortable about the outcome of the forum.

We have to have faith in the presenter's competence and in the participants willingness to hear different points of view - that's what these forums are all about, Helen replied.

Helen thought back to the decision to have the Kentucky Education Association provide the chairpersons for the District Planning teams. This insured that someone active in KEA and accustomed to working in a statewide organization would be in a key leadership role at the local level. This worked well in regard to the organizational aspects of the forums, but sometimes made her nervous about how the substances of the forums would be handled.

It depends a great deal on the participation of the College people representing the Kentucky Council of International Education, she thought. If they are sensitive to the culture of the school and to the community's concern about what is taught they can provide a context for discussing the various issues raised in the presentations.

She also thought about the frustration inherent in having the grant administered by a university while she served as the program director. It seems like I am always filling out forms or trying to get somebody reimbursed for expenses they have incurred. Trying to mesh the gears of 3 different bureaucracies can cause one to lose their enthusiasm for the project, but I can't let it get me down. I still believe co-sponsorship by the Kentucky Education Association, The Kentucky Department of Education and The Kentucky Council of International Education was a good idea thought Helen, they are natural allies in efforts to improve and expand citizen's understanding of international affairs. They do, however, have quite different views of what is needed and how best to accomplish the task. KEA is eager to have the teachers

play a larger role in determining educational policy and changes; the KCIE is concerned about the accuracy and qulaity of the substantive information children and youth are acquiring in the schools they attend; and KDE wants to provide services that are both useful, productive and popular.

It's not always easy, thought Helen, but so far it has worked. The experts and resource persons with divergent views have cooperated; the schools and communities have benefited from discussion of controversial topics and the local committees have compiled useful resource inventories.

Now if we can just keep the idea rolling it may well have an impact in classrooms all over Kentucky.

DYNAMICS

The project objectives and the related assessment criteria were discussed with the leadership teams at a statewide conference. Reviews of progress were made at a meeting of the Steering Committee. Assessment criteria were as follows:

1) Number of successful models - ten of twelve.
2) A minimum of three forums conducted in each district.
3) A resource file compiled in each district which identifies at least twenty community resources for world awareness.
4) A one-day inservice training program involving anexcess of 60 percent of secondary social studies teachers conducted in the district.
5) A Community Council for World Awareness established and its viability demonstrated in each district (viability to be demonstrated by documenting the participation of the Council members in activities related to the Community Forum and school demonstration programs).

Because of the timing of project funding (October 1980) in relation to the beginning of the Kentucky School term (August 1980) it was not possible to integrate the project's inservice programs into the school district's inservice master plans which are projected at the beginning of the school year. This fact made it necessary to reduce the expected results from the planned inservice programs. The plan was to have an inservice activity involving up to forty teachers in each of the twelve KEA Districts.

Assessment questionnaires were mailed to each project participant and another assessment instrument was completed by the leaderhsip team chairperson.

The teacher-led leadership team organizational approach was a unique feature of the project. The team members generally appreciated the fact that "teachers were given an opportunity to prove their leadership ability." They recommend that teachers be given further opportunities to lead in such projects. "Teachers teaching teachers" is the best approach to professional development according to the teachers who participated in this project.

The following analysis shows the extent to which the project assessment criteria were met:

1) Three forums in each district - all districts achieved this objective. There were, in fact, an average of about four per district or a total of forty-seven (47) forums.

2) A resource file identifying at least twenty community resources - there were a total of twenty resource files compiled or slightly under an average of two per district. The actual number of community resource persons identified varied but the leadership teams exceeded the project expectations in this activity area.

3) A one-day inservice training program - ten inservice programs were conducted involving 336 teachers from 90 school districts. The fact that these programs had to be scheduled at the end of the school year or in the summer detracted from the number of teachers who attended; however, the number of teachers involved constitutes 70% of the project goal. Inservice activities are continuing during the 1981-82 school year - a fact which indicates continuing impact and interest in the project activities.

4) A Community Council for World Affairs formed - only three of the districts formed Community Councils. The reasons expressed centered upon the feeling that the resource persons were available but the teachers thought that something specific needed to be planned before their community people were called upon. This objective has not been met to the extent anticipated.

Ten of the twelve district leadership teams achieved the project objectives with the exception of the formation of the Community Council for World Affairs. The teams exceeded the expectations of the project in the conduct of community forums and classroom demonstration programs. The number of community resources which were identified and actually utilized in forums and in classes exceeded the expectations originally set forth.

Post project activities are scheduled in a number of districts. These will include school forums using local resource individuals, classroom use of project materials, consideration and modeling of the forum in college teacher education classes, two district-wide inservice days at which the project elements will be reviewed and a model forum conducted, and two local school workshops to orient additional teachers to the model.

The Kentucky Model for Citizen Education for Cultural Understanding has had a broad impact on teachers and school districts throughout the state of Kentucky. Teachers have had an opportunity to demonstrate their

ability and capacity to lead instructional innovation and development activities. The KDSEd, the KEA, and the KCIE have cooperated to form a workable network for future global education efforts, the awareness of the public concerning the need for a world affairs emphasis in the schools have been enhanced, and valuable local resources which can be utilized have been identified and shown to be effective in school instructional settings and in community forum interactions with teachers and students.

The fact that two state bureaucracies were involved in the management of the project made the administration of the project cumbersome at times especially with regard to the payment of the reimbursement of expenses. These tensions were heightened at times by the fact that much of the initiative regarding the heart of the program - the community forums - came from the grass roots level - the teacher representatives in the district planning teams. Each district team had a budget for materials released time for teachers, and for conference expenses.

A strong point of the project was the provision for teacher initiative. The use of members of the Kentucky Education Association Instruction and Professional Development team as chairpersons of the district planning teams enabled teachers to play a major role in determining the nature and focus of the forums.

There were both pluses and minuses in this arrangement. The fact that the teachers who served as chairpersons were elected to their KEA positions suggests they were popular and active in that organization. They also had some experience organizing programs and in running meetings. On the other hand they were not necessarily interested in or well-informed about the topics and issues being discussed.

In the case of two of the district teams a person from a nearby University (University of Kentucky and Western Kentucky) worked closely with the team. While many other factors may account for the success of these particular teams both were very successful. Given the competence and commitment of the University professors in both cases, it seems likely they played an important role in the success of the teams.

Personalities also played a role in the operation of the project. The co-directors were quite different in their enthusiasm, dedication and sensitivity to the concerns of elementary and secondary teachers.

The number of people involved, the responses of the participants as judged by the evaluation forms they filled in, and the judgments of those most closely associated with the project suggest that despite some tensions and mishaps, bureaucratic tangles and personality clashes it was a most successful program.

John McGreary	Newspaper Reporter
James Evans	Fuel Alcohol
Judy Ledford	Housewife
Bryan Ledford	Student
Pam Taylor	Teacher
John Baxter	Teacher
Kenny Sims	Student
Jana Brown	Extension Officer
Teresa Rice	Student
Jim Vaught	Real Estate Salesman
Tom Elswich	Real Estate Salesman
Mrs. Hackenworth	Area Extension Officer
Barbara Stringer	Teacher
Jim Fields	Minister
Georgia Burton	Home Extension Agent
Garnett Walker	Retired Principal
Inga Davis	Hosewife, South American
Helen Worthington	State Department of Education
Foster Pumphrey	Farmer
Vera Stacy	Teacher of M.C. Napier High School
Paul Joenichen	Lieutenant Colonel (Retired)
Jane Marlow Willis	Publisher, Editor, Meade County Messenger
Rev. Charles Blanc	Pastor, Ekron Baptist Church
Donald Berry	Student, Southern Baptist Seminary
Ruby Downs	Region V Civil Defense Coordinator
Andre Beaugrand	Cheese Plant Owner
Willie Jordan	Cheese Plant Research & Quality Contr
Rex Prater	Retired Vice-President
Carl Hornman	Department of Natural Resources
Tom Tyler	Refuse Removal Company
Monica Kehrt	Co-owner of a Shelby Co. plant which synthesizes fuel
Max Tudor	Executive Director, Louisville-Jefferson Co. Human Relations Commission
AL Eisert	Louisville Gas and Electric
Sherril McConnel	University of Louisville Archives
John Dave Wilson	Solar Energy
Napoleon Ebomah	Student (Nigerian)
Leo White, Bob Askew	Directors of Mental Health
Rod Matgard	Kentucky State Police Detective
Dr. Holmes	Supervisor of District Health Office
Kenneth Colwell	Superintendent of Perry County Schools
T.J. Fields	Assistant Superintendent of Perry County Schools
Rev. Michael Hoan	Catholic Priest - Refugee Vietnamese Community Leader
Mr. Rafael Cordovez	Junior High Principal (ex-Cuban refugee)
Dr. Robert Olsen	Univ. of Ky Prof (Middle Eastern History)
Ms. Helen Archisz	Teacher of English to Vietnamese refugees
Dr. Dennis Schneider	Teacher of English as a second language
Jack Trevey	State Senator
Pat Friebert	State Representative
Doug Wagner	Sociologist
Dr. Z. Gauindrajulu	Prof., Univ of Ky (from India)
Sheila Taluskie	Director of Volunteers for HOSPICE

"CITIZEN EDUCATION FOR CULTURAL UNDERSTANDING"

NDEA, Title VI, Section 603 Project

Executive Inn - Rivermont, Owensboro

November 9-11, 1980

LEADERSHIP WORKSHOP AGENDA (Tentative)

Sunday, November 9, 1980		
4:00 - 6:00 p.m.	Registration (Dinner on your own)	
Sunday evening, November 9, 1980		
7:00 - 8:30 p.m.	Project Orientation	Worthington/Cravens/Sanders
	Get Acquainted	Otero
	Initial Evaluation Activity	Otero/Worthinyton
	Global Perspective (Motivational)	Otero
8:30 - 9:30 p.m.	Informal Reception	Cravens/Jordan
Monday morning, November 10, 1980		Otero
8:30 - 11:30 a.m.	Global Perspective/ Culture Shock Identifying Issues	
Monday afternoon, November 10, 1980		Otero
1:00 - 4:00 p.m.	Issues (Stimulators)	(Sample Activities)
	Identifying Resources	
	Community Resource Survey	
Monday evening, November 10, 1980		Otero/Worthington
7:00 - 9:00 p.m.	A Model Forum (Energy Issue)	
Tuesday morning, November 11, 1980		Worthington/Cravens/Sanders
8:30 - 11:30 a.m.	District Team Planning Session:	
	Develop Tentative Timeline	
	Consider Issues	
	Complete Resource Materials Kit	
	Record Keeping	
	Evaluation Data for Project	
	Administrivia:	
	Substitute Teacher Forms	
	Expense Vouchers	
11:30 a.m.	Workshop Conclusion	

Kentucky Model for Citizen Education for Cultural Understandings

Assessment Conference

Lexington, KY, Holiday Inn-North

SCHEDULE OF ACTIVITIES

Monday - July 27		
1:30 - 3:00	-	Overview of the Project Helen Worthington & Raymond Craven
	-	Reports from the 12 District Leadership Teams
3:00 - 3:30	-	Break
3:30 - 5:00	-	A. Report on Questionaire Responses
	-	B. Discussion of Project Progress
Tuesday - July 28		
8:30 - 10:00	-	Focus on the Project Elements
	-	A. The Leadership Team Organization
	-	B. The Community Resources Survey
	-	C. The Community Forums
	-	D. The Classroom Demonstrations
	-	E. The Inservice Workshop
	-	F. The Community Council
10:00 - 10:15	-	Break
10:15 - 11:30	-	Concluding Session
	-	A. Overall Assessment
	-	B. Continuing Project Activities
	-	C. Budgetary Concerns
	-	D. Concluding Remarks: Helen Worthington and Raymond Cravens

INTERNATIONAL COMMUNITY WORKSHOP

Sponsor

International Student Advisor's Office
University of Minnesota
Minneapolis, Minnesota

BACKGROUND

Funded through a U.S. Department of Education 603 grant in 1979, the International Community Workshop (ICW) was sponsored by the International Student Adviser's Office of the University of Minnesota. The project's major goal was to demonstrate how international students could provide valuable cross-culture experiences to elementary and secondary school students and teachers as well as to the community members. The project was designed to broaden cultural learning for both the American and the international participants in the program. Another major objective was the production of a training manual designed to train international students to interact effectively in American schools and communities.*

The International Community Workshop was proposed by Michael Paige, Associate Professor of International Education at the University of Minnesota. Observing that international students were underutilized as resources for cross-cultural learning, he wrote a proposal outlining an experiment featuring intense, planned activities with international students serving as learning resources in Minnesota communities. In the proposal, Paige wrote:

> There is a need. . .for inexpensive but effective resources and a need to inform teachers and administrators about these resources. One such human resource is the international students in our colleges and universities. Although international students come to the United States to learn, they also bring with them knowledge of their culture

* These ideas are based on work at the college level; see Learning with Foreign Students.

and nation. In most cases, the students wish to share this knowledge with Americans, but rarely have the opportunity to do so except in informal situations with friends.

The project was designed to help school teachers, principals and communities use international students as learning resources in global education. Four teams of international students were trained to participate in inservice teacher training for cultural understanding, to give classroom demonstrations and to be a part of community sponsored cultural events.

Under the direction of Michael Paige and the coordination of Pixie Martin, the ICW project worked from October, 1979 to June, 1980 planning and carrying out the workshops. International students were recruited in various ways. Four international students were hired as team leaders. These students were chosen on the basis of previous campus activities and demonstrated leadership skills. Other students were recruited from classes pertaining to intercultural issues, from the University's International Students Speakers Bureau, and through announcements in the ISAO Newsletter. The team leaders also played a major role in recruiting other international students. There were a few problems during recruitment. As one of the team leaders mentioned, "The most difficult part for me was that I had a very vague idea of the program,which inhibited me from impressing the international students to volunteer their time."

By February 9th, recruitment was completed and training began. Two intensive sessions were conducted for the 26 participants in the program, introducing them to its philosophy and the roles they were to play. Training concentrated on cross-cultural exercises, including a simulation, discussion-generation techniques, small group discussions of

differences in perceptions, and interviews with classroom teachers. Classroom strategies were demonstrated and practiced. Rapport-building activities were outlined. An important training exercise was a "dress rehearsal" in Twin City classrooms. The international students observed the teacher's role, practiced their classroom strategies and communication skills. The ICW staff visited the four sites for planning purposes. The sites were selected on the basis of interest in global issues and access to international students through local institutions.

The four teams with five to ten participants each began to train for specific sites. Role playing became more relaxed and realistic. Then came the first ICW at Hills, a small town in Southwestern Minnesota. The students returned excited and enthusiastic. When they shared their experiences with the others, their reports included such comments as:

> I really had to try hard to open up my class and I had to talk slowly for them to get used to my accent. It was easier than I thought,but it was really fun.

Their comments also provided useful information to the other teams.

> My kids looked like they had not been prepared for a foreign visitor. And some of the teachers I met apparently had no prior knowledge of the teacher workshop. Other teachers were well informed and they in turn prepared their classes to get much out of our short visit.

This feedback was helpful to the others. In the month long interval between the Hill's visit and the last team's visit to Central High School in Minneapolis, the teams talked with teachers, worked out specific topics for presentations,and suggested ways that the teachers could help prepare their students for the visits.

What was an International Classroom Workshop like? How did the participants - international students, teachers, American students,

adults in the community - perceive the ICW? Let's travel with the international students to Hills, Minnesota.

THE PROJECT IN ACTION

As the bus travels southward to Hills, Ashar Hamid is role playing with Masoud Kazemzadeh. They are concentrating on questions elementary school children might ask. Masoud is a 19 year old sophomore from Abadan, Iran. Ever since the Americans were taken hostage he has had to field questions about politics and religion in his country. The role playing serves as valuable practice for questions on an emotionally charged issue. Ashar is the team leader, a student in agricultural economics from Peshawar, Pakistan. His role as president of the Minnesota International Students Association has given him experience in public speaking and organization skills necessary for coordinating an ICW team.

The bus arrives in Hills, a town of 600 in a rather isolated area in Southwestern Minnesota. Pixie Martin, the project coordinator and Susan Scull, program assistant, have been the links between the ICW and planning in the schools and community. It is Wednesday night; the visit will extend over the weekend.

The American families with whom the international students are to stay welcome their house guests. The home stays are a rewarding part of the ICW for both the American families and the international students. Vera Alves, an anthropology student from Rio de Janeiro, Brazil, waves good-bye to the others as she leaves with her new family, Mr. and Mrs. Milton Anderson. She expressed her feelings about the home stay afterwards: "This was just great. My host family is wonderful and we're all meeting such lovely people. It really has been a fun experience coming here." Staying in American homes is a new experience for many of the students. Sharing customs, recipes and ideas works both ways.

The next morning the students entertain, debate and cook in the local schools. Wadad Alsuwayeh of Kuwait shows a film of his country to a sixth grade class at Hills-Beaver Creek. He then asks the students to draw their perceptions of Kuwait on paper. After the drawings are shared, the class becomes involved in a discussion of stereotypes of the Middle East. Before leaving he writes each child's name in Arabic, explaining how their names would be pronounced in his country. The teacher later comments, "The pupils were really thrilled by this gesture and will keep these names in their scrapbooks."

Masoud is much in demand. Everyone wants to know how he feels about the hostage situation in Iran. After discussing the politics and religious background of the current crisis, Masoud entertains the class with Iranian dancing. By the end of class the students are up learning a few steps to share with their friends and families.

The students accompany the classes to the playground and to lunch. Second graders learn a game played by children their age in Pakistan. The one-to-one interaction excites the children. As they pass in the halls, the visitors and students greet each other like old friends. Some teachers who were not sure they could use the international students in their classes now become disappointed when only two out of the seven visit with their students.

From the international student point of view, the ICW offers a special learning experience. One student commented:

> I found the ICW highly democratic and undictated. Again, this is something, a new experience, for those of us who come from oppressive, authoritarian governments, and who are brought up in such institutions, therefore, who are used to careful censorship for any public performance.

Another noted the reaction of the American students:

> Their curiosity was aroused and their horror evident when, for instance, they found out that what they saw on television and read in the papers were for the most part propagandist misconceptions. . .when having been made to realize that Africa, for instance, wasn't and isn't a vast terrain of jungle and marshes and spear-throwing, half-naked belligerent people, their thirst for more information was insatiable. The students' reaction taught me an important lesson; you never know all there is to know and you never stop learning new things.

By Friday night the students are local celebrities, sought out for handshakes and autographs. As Hamid commented later: "A cultural show we presented brought a third of the town to the school. We were like the Pied Piper. Kids followed us everywhere." The ICW community presentation Friday night stars Hubert Temba of Tanzania, a musician working on a degree in English literature and journalism. He plays original compositions from his upcoming album, "Sweet Lady," soon to be released. The other students demonstrate dances from their countries and teach the audiences songs in their native languages. The impact on the community is evident in their applause and friendliness.

On the way home, the students review the evaluation results and compare notes. They agree that the support of the school administrators and the interest of classroom teachers are the keys to successful presentations. More preparation on both sides could make the next ICW more effective. "It's difficult to interact with second graders in the morning and seniors in the afternoon," one notes. The personal contact was not over. Masoud has received over 25 letters so far - "kids telling me how I changed their mind, stereotypes, about Iranians." One student returned to her ICW community for a wedding. The international students learned about themselves - "If it helped to give Americans some views

about our civilization, it helped us also in understanding ourselves and our values." It also increased their understanding of others - "I learned so many thrilling things about the countries of my friends that it was even a program for me," one student commented.

DYNAMICS

The success of the project rested on the selection and preparation of international students, the efforts of the local coordinator, teacher willingness to preapre their classes for the visits and involvement of community groups. The ICW's took time to plan. The project was a labor-intensive enterprise highly dependent upon the ability to work with local leadership. Interaction between the project staff and site coordinators was critical in preparation for the visits. The team leaders carried much responsibility in recruitment, training and directing the actual ICW's. The choice of sites based on availability of international students in local universities and colleges made possible future use of international students without outside funding.

The ICW's are over now. The federal grant ran out in September, 1980. Neither the communities nor the students have forgotten the program and the schools continue to seek out international students to visit their classes. A manual, "Citizen's Education for Cultural Understanding, The International Community Workshop," now exists as a starting place for other efforts. But the links between Michael Paige's office and the four communities cannot be kept open without funding. The project is now left to the initiative of the communities and other agencies.

The Minnesota International Student Association has organized international students at the University for several similar programs during the past year. Rochester Community College students have set up a speaker's bureau.

PROJECT ENRICHMENT

The Stanley Foundation
Muscatine, Iowa

BACKGROUND

Project Enrichment began in 1972 as a small scale program to broaden school and community knowledge about the world. Located in Muscatine, Iowa, Project Enrichment is one of The Stanley Foundation's contributions to the local community.* The Foundation's major role is funding international conferences, seminars and publications in order to promote international understanding and world peace.

From the beginning local educators have taken part in the planning of Project Enrichment and have been the major implementors of the project. The first few years money was spent slowly. There were no precedents for using outside funding to enrich education and as a result, requests did not fully utilize the funds allocated to the project. When a local woman suggested new ways that the money could be effectively spent, she was offered a job coordinating Project Enrichment. This new position, serving as a link between The Foundation and the schools and community, facilitated expansion and increased services.

Many activities are currently sponsored by Project Enrichment. Through International Classroom Visits a person from another culture shares experiences with a class at one of the local shcools. This sharing may include a demonstration of dancing, art, cuisine, artifacts, slides on a specific topic or a discussion of culture, a current problem or foreign policy. International students from the nearby University of Iowa are frequent participants in this activity. Approximately 30

* Muscatine is the headquarters of The Stanley Foundation which is supported through funds from HON Industries stock held in trust.

International Classroom Visits are arranged each year. This number is dependent upon both teacher requests and availability of students from the various countries in which teachers express an interest and with the special backgrounds needed to make appropriate presentations.

Other classroom or community lectures are presented by experts and representatives of international organizations. A specialist in hydroponic gardening, a National Science Foundation lecturer, a renown Guatemalan guitarist are examples of other resource persons sponsored by the Project.

A major component of Project Enrichment is supplying teaching materials and travel funds for conferences. Many times a teacher needs a map, a film, a set of slides, a current periodical that the school budget cannot immediately supply. Project Enrichment responds to such requests on short notice. Many of The Stanley Foundation publications deal with world issues relevant to the social studies. The World Press Review* occasional papers on national security, U.S.-Soviet Relations, the world food crisis are among the other excellent materials made available to teachers. Project Enrichment responds to individual requests based on guidelines set by The Foundation. The guidelines require that activities and funding pertain to furthering international or cross-cultural understanding. Under these guidelines the Project turned down a science teacher's request for slides on diseases but has supplied such resources as a film on nuclear war, a speaker on photo-journalism, a series of intercultural stories for an English class and prizes for an essay contest on international topics.

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* The World Press Review is a monthly magazine of current news articles from around the world.

Another activity sponsored by Project Enrichment is the Earth Awareness Classroom. A twenty-four foot high "earth balloon" is displayed in a junior high school gymnasium. A tour guide describes the earth's physical features and leads the students inside the balloon where they get a new perspective of the world.

Project Enrichment sponsors Muscatine's involvement in the Iowa Model United Nations each year in Cedar Falls at the University of Northern Iowa. The financial support provided by the project opens this opportunity to students who otherwise would be unable to participate in the simulation of international discussion and decision-making.

Other activities center on the community. Visiting lecturers and community discussion groups are common vehicles for stimulating adult understanding of the world. The Values Institute Program, one of the community activities, is sponsored jointly with the Iowa Humanities. Bringing in big name speakers and cultural expositions, this program is a series of lectures and discussions on moral issues. Each spring Project Enrichment sponsors community discussions of the Great Decisions Issues series - a nationally distributed adult discussion program produced and distributed by the Foreign Policy Association in New York. People from the community serve as discussion leaders.

Other activities are responses to more immediate requests. A global education workshop for teachers, prizes for a science fair, a class trip to a Mexican restaurant are examples of activities and incentives supported through Project Enrichment. One of the outstanding characteristics of the Project is its responsiveness to a variety of needs. The criteria of international understanding and cross-cultural experiences are broad enough to include a wide range of teacher initiated activities.

Let us look at Project Enrichment in action. Since 1975, Jan Drum has been the coordinator matching the resources made available by The Stanley Foundation with the needs of the schools and community of Muscatine. To many people Project Enrichment is Jan Drum. Teachers, administrators and community leaders praise her efforts in patiently tending the Project's activities, quietly expanding programs and cultivating stable relationships in the schools and community. For a closer look at Jan's role and Project Enrichment, let us go to Muscatine, Iowa.

THE PROJECT IN ACTION

Nestled in a curve of the Mississippi River, Muscatine is a town of 23,500 and the home of several major manufacturing companies with international connections. It is a closely knit town blending a strong sense of community pride with a recognition of the realities of dependence upon foreign markets for their grains and manufactured products. The people of Muscatine are mostly of white Anglo-Saxon ancestry, although there is a growing minority of Spanish speakers.

Due to the number and variety of industries and the fact that several of these firms have company headquarters in Muscatine, the town is relatively affluent, and as of January 1982 had not suffered lay-offs and unemployment affecting many American cities. As one approaches downtown Muscatine, the old button factory brings back the past when pearl buttons were hadn carved from river oysters. The new river park offers recreational adventures on the Mississippi. Looking south one sees the grand old mansions perched on the bluffs above the town. A visible sign of the affluence of Muscatine today is the fresh paint and manicured lawns of these beautiful old homes. The heart of Muscatine

is the courthouse on the town square. As part of downtown renewal, it is currently being refurbished.

Across the street is The Stanley Foundation, located in a small, modern building as unassuming as its role in Muscatine. Jan and her colleague, Pat Sheets, are planning their week's activities. A call has come in from a teacher at the downtown Learning Center. Bundling up to greet the cold Iowa winds, Jan walks a few blocks to a planning session with the teacher. The Learning Center is an alternative school in the Muscatine school system. It provides English classes to non-English speakers as well as courses needed for a high school diploma. The teacher, Peg Garrison, heard of Project Enrichment from another teacher at the school. Together Jan and Peg explore possibilities for her classes. A trip to an ethnic restaurant, an international classroom visit, possible films and print materials are discussed. Jan had previously helped another teacher at the school place a phone call to the Governor so that her students could ask him questions. Jan explains the guidelines for her services. There must be a "global connection" to the activity. The objectives of the project are to promote an appreciation of cultural diversity, a global focus and citizenship training. Peg works with Rumanian, Vietnamese and Spanish speaking immigrants. Her efforts provide fertile ground for expanding Jan's resources and opportunities. The meeting ends with tentative plans and another teacher's name on Jan's list of contacts. Personal contact and word of mouth help to build an expanding network of teachers involved in one or more project sponsored activities.

Back at the office Jan calls Lynn Tu, the coordinator for International Classroom Visits in Iowa City. A former international student herself, Lynn works through the International Student Affairs Office to

find suitable participants and facilitate their presentations. Lynn will now comb her list of participants for a speaker on Islam for Peg Garrison's class.

At Muscatine High School preparations are being made for this year's Model United Nations. Project Enrichment has helped to bring in resource people from the University of Iowa to aid the students in their research of their country's foreign policy positions. Down the hall, an art class watches a slide presentation by a Brazilian artist. Although they have some problems understanding her English, they enjoy the necklace out of donkey teeth and the musical instrument she plays for the class. Clyde Gabriel, a social studies teacher at the high school was on the original planning committee of Project Enrichment. His eyes light up as he talks of meeting Scott Carpenter, attending a Strategy for Peace Conference in Washington, participation in the Quad Cities World Affairs Council, all experiences provided to him by Project Enrichment. Other teachers mirror Clyde's appreciation for the Project. The debate coach speaks of how his students' participation in a summer debate camp was sponsored by the Project. A language teacher smiles with pleasure as she shares stories of her seventh grade bilingual International Club. Many of Muscatine's social studies teachers participated in Project Enrichment's Teacher Seminars on Global Education last November where they received materials such as "Minnesota in the World" and "Indiana in the World" and have integrated activities from these publications into their classes.

Across town a community group is meeting at The Foundation office to plan a series of brown bag discussions based on Great Decisions '82. Special interests in world resources and defense are apparent. Jan

and Pat review procedures and logistics for the discussion groups. The Project will handle publicity and materials. The Muscatine library will provide a room and cooperate with resource books and maps. As luncheon ends, the plans have been completed.

Noel Prussman calls from West Junior High. He's excited over an invitation for his track club to visit Canada this summer. Last year Project Enrichment helped sponsor an international track meet in Muscatine. A Canadian school sent 55 students and their coaches to the meet. Home stays and Muscatine hospitality won over the Canadians. Noel is confident Project Enrichment will help support their trip to Canada this summer.

Jan's attention turns to her bi-monthly report to school officials and The Stanley Foundation. She notes activities and clients, sometimes providing a cost/benefit ratio for each component of the Project. A newspaper reporter calls asking what's new and Jan describes the "Summer Special" being planned. Through a two week program, Muscatine sixth graders will experience their community from different perspectives - from a river journey, from a farmer's perspective, from a nearby Chinese community. They will examine photographs and mapping in an effort to acquire other perspectives.

DYNAMICS

What makes the Project work? Why is it so well thought of in the schools and community? Certainly Jan herself is a critical factor. She is sensitive to teacher concerns, aware of how the system works, patient, familiar with courses, content and teachers. She has kept the program low-keyed, preferring not to seek publicity for The Stanley Foundation. Slowly building and experimenting, Jan has sought out

people and teachers receptive to the ideas of Project Enrichment. She speaks of key people in the development of the project, the superintendent of schools and certain receptive teachers. She has found it critical to get the support of "effective people," people who can be relied upon to get things done. Another necessary group are the "truth-tellers" who will assess the politics of a situation and offer advice on new ideas. Opinion leaders serve to diffuse new activities. Good press relations are important; publicity always is a legitimate service to the community. Key students have been instrumental in initiating projects and influencing parental opinion.

Some observers believe Project Enrichment is well accepted because of Max Stanley's reputation and Republican credentials. The ad hoc nature of Project Enrichment allows the school and community to choose activities or services based on their needs. There is a compatibility between the Foundation and school aims. The Project is not compulsory and involves no red tape for participants. When asked what he appreciated most about the Project, the Muscatine school superintendent said, "The services are free and there's no red tape as in many of federal projects."

Project Enrichment appears to be secure in its funding and its service. Although future predictions do not see it expanding beyond Muscatine, it could possibility serve as a model for other communities. Possible expansion within Muscatine might include elementary schools, other disciplines at the secondary level and new community activities. Jan would like to see more in-depth, clearly defined programming in Global Education.

THE SCHOOL OF GLOBAL EDUCATION

Sponsor

Stevenson High School
Livonia Public Schools
Livonia, Michigan

BACKGROUND

Funded in 1978 under Title IV C by the Michigan Department of Education and sponsored by Livonia Public Schools, the School of Global Education provides an alternative experience of students of Stevenson High School in Livonia, Michigan. The program offered studetns enrolled in this global school-within-a-school is characterized by an interdisciplinary appraoch, flexibility in scheduling and close interpersonal relationships between students, teachers and parents. Although the course content is in many ways similar to the regular curriculum, the themes, topics, and issues vary considerably from the traditional offerings. Following the first draft of what became the Michigan Global Education Guidelines, the curriculum focuses on interconnections, interdependence, and cultural understanding. Instructional methods include inquiry/problem solving, research, simulations, class discussions and involvement in the community.

The Global School was initiated by the principal of Stevenson High School, the Livonia Curriculum Specialist, and four chairpersons at Stevenson. It was one of four such efforts funded in the first round of competition by the Michigan Department of Education under the Global Education Guidelines adopted by the State Board of Education in 1978. There were a number of courses emphasizing international and intercultural topics prior to the launching of a effort, but the combination of course offerings provided in the global school did not exist prior to state funding. Some observers have suggested that the outside money was reason enough for the Livonia Public Schools to begin a new program.

The program began in the fall of 1978 with a four hour block of time providing an interdisciplinary treatment of social studies, language arts, science and math. Spanish, music and fine arts were

part of the humanities approach to the curriculum offered on an elective basis within the global school. Three sequences corresponding to 10th, 11th and 12th grades divided the curriculum:

SEQUENCE I

Man's Beginnings, What Does It Mean to be Human? Science of the Earth, Geometric Concepts, Algebra, Typing and Computer Literacy (beginning or continuing), Spanish.

SEQUENCE II

American Pluralism: Native and Immigrant, Chemistry of the Earth and Natural Resources (U.S. Focus), Algebraic Concepts, Computer, Spanish, Physical Education.

SEQUENCE III

America in the World of 2000, Physics, Biology, Mathematics.

Related subjects to be studied were: Archaeology, Anthropology, Psychology, Consumer Education, Art and Music Appreciation.

In addition to the usual high school texts, the Global School used materials from the Center for Teaching International Relations (CTIR), Global Perspectives in Education (GPE), the United Nations, The World Bank, UNESCO, and current news magazines. Many materials were developed by the teachers themselves. Guest lecturers, field trips, participation in the Model United Nations and community service added other dimensions to the program.

Special in-service training prepared the global teachers that first year and to a lesser extent in subsequent years. Scheduling provided for a shared planning period in order to exchange ideas and construct joint activities. For the first time a group of social studies, math, Spanish, science and language arts teachers in Stevenson High School coordinated course content, shared lesson plans and worked together on extra-curricular activities. Although the Global School developed

strong support from its teachers, studetns and their parents, a few teachers in the building and some counselors were openly critical of the program. Questioning the merit of the approach and concerned about the competition the global school might be to World History and other existing courses, some social studies teachers expressed fears that it would receive special treatment or drain the best students from other classes. The counselors believed it would create an elite group of students who would feel themselves separate from the regular school. The program was viewed by some as a pet project of the principal. When a new principal came to Stevenson in 1979, he treated the program objectively, letting its success or failure rest on the Global School staff, students and other supporters.

Several changes have taken place in the Global School since that first year. There is no more state funding; the Livonia School System supports the program at a reduced level. Declining enrollments have led to teacher cut-backs based on seniority. Since many of the global teachers tend to be younger than average, there has been a continual turnover in teachers. This annual change of teachers has led to loss of continuity, student insecurity over who will be their teachers next year and increased staff training needs. Due to low enrollments, the Global School has been cut-back to a two hour block with only language arts and social studies offered. Math and science were dropped as the teachers felt little was to be gained from being a part of the program. The Spanish class was unable to achieve the minimum enrollment of students required despite the Spanish teacher's enthusiasm for the program. In 1980 a Sequence I was extended to two years and opened to ninth graders. Since that time students who have a year of High School remaining but have already had the 3 sequences may elect a year of directed study.

Presentations to the feeder middle schools and word of mouth by friends are current methods of recruitment. Neither the counselors or administration give the program any special consideration. Enthusiastic students, dedicated teachers, and an active parent organization are largely responsible for the continuation of the Global School. Overall the program has, in face of an era of declining enrollments, innovation - fatigue and budget cut-backs, held its own in numerical strength. What happens in a Global School: How does it work as an alternative within a large comprehensive high school? Let's visit Stevenson High School in Livonia, Michigan.

THE PROJECT IN ACTION

Livonia is a large middle class suburb of Detroit. This community of 100,000 is well established with little room for new housing construction. Driving into Livonia one notices well trimmed suburban sprawl interspersed with shopping centers and major thoroughfares. Livonia's bedroom community role is evident in the absence of a town center. The recession that has struck many neighborhoods supported by the automobile industry has not had much effect on Livonia, perhaps because i's population is made up mainly of the managerial level of the industry.

Four high schools serve Livonia; Stevenson is the largest with 2300 students of whom 70 are enrolled in the Global School. Enrollments are declining drastically. The district has lost over 500 students a year since the late 1970's. Teachers with less than fourteen years experience in the school system have been released. The effects of "pink slipping" (teacher cut-backs) are evident when one looks at the median age of the remaining teachers and the anxiety of the younger ones.

Teacher transfers due to cut-backs have increased instability since junior high teachers may find themselves teaching 7th grade one year and 12th the next. A strong teacher's union has secured competitive salaries and benefits and has supported cut-backs by seniority.

Stevenson is a huge modern one story building with wings jutting out from the central core of administrative offices, lunchroom and a unique round media center. The Global School occupies part of the social studies wing. Shared classroom space and flexible scheduling bind social studies and language arts. A mural of the world painted on the corridor wall is a visible sign that this is a special area of the school.

Jonathan Swift, the director and moving force behind the Global School, is working with the Sequence III class. Maps, posters, clippings and instructions related to projects and field trips decorate the classroom walls. The students are examining issues from a handout, "It's a Big, Wide, Interdependent World," out of Principal. They compare world language statistics with numbers of Americans studying foreign languages. Jon probes, plays the devil's advocate, stimulates the students to relate their ideas to a global context. One student expresses concern that while 700 million people speak Mandarin Chinese, fewer than 200 third year American high school students were studying Chinese in the mid-1970's. A student questions why Americans should learn another language if they aren't going to travel. Another student quickly points out the need for businessmen and journalists to understand the language and culture of other peoples. The students become actively involved in sharing ideas and concerns.

Across the hall, Skip Blunt hears reactions from the field trip his students have taken the previous Saturday to Eastern Market in downtown Detroit. The students talk about buying Arab bread, seeing pigs

heads being sold, and listing the countries represented by products and sales people. They wonder about the quality of the meat they have seen in its raw state; Skip reminds them of The Jungle, and they comment on how consumers may not realize what they are eating.

At 9:45 a.m. the Global classes break and reform into United Nations delegations. Groups include all grade levels so that younger students learn from the older, experienced students how to prepare a resolution and what to expect during the Model U.N. The Nigerian group is knowledgeable about the leadership role it will play with the other African nations. The "delegates" are busily drawing up a resolution against apartheid in South Africa. The students appreciate the simulated experiences of the Global School. "Global is not boring; we learn by doing," a student comments.

Others in the school have a different opinion. When the subject of global education comes up in the teachers lounge, an older social studies teacher speaks emphatically, "I don't want to hear about global education," and then describes the special treatment he perceives the global teachers have received. He argues that his classes average 35 students, while the global classes range in the low 20's.

At lunch the global students mix with their friends outside the program. When asked about the Global School, the other students respond vaguely, unsure of what it does or why it exists. A "globie" explains later, "we don't often talk about our global classes with our other friends." The low visibility of the program within the school is echoed by both teachers and students as a necessary strategy to avoid resentment or an undesirable "specialness." Although the "globies" enjoy a comraderie built from their shared experiences and heightened awareness of global issues, they still participate in a wide range of

school-wide, extra-curricular activities and take the majority of their classes outside of the Global School.

In the evening Jonathan and Harry Nichols, another teacher in the Global School, meet with the parents of their global students. This group believes in the goals of global education and has often raised money and support for speakers, trips, or special events, such as the Global Awareness day. Parents also recruit for the program at the middle schools. They enjoy being involved with their children and the global teachers. Their pride in the program shines through as they speak of their sons and daughters driving to downtown Detroit once a week to tutor Spanish-speaking children. "The Global School reinforces what they learn at home," a parent remarks and her husband adds, "and dinner conversations are more stimulating now." Some parents feel that the Global School better prepares their children for college work. Others appreciate the participatory learning and note how their children are becoming more confident in articulating their ideas. The parents agree the global program gives their children individualized attention and a special sense of belonging within what is, as they see it, a large impersonal high school.

The parents' meeting blends business with sociability. After Jon brings them up-to-date on the program, they discuss possible activities over wine and cheese. The teachers and parents freely exchange ideas and seek out each other's support. This frequent teacher-parent discussion has many positive effects. The open channel of communication and understanding allows the global teachers to bring controversial issues and speakers into the classroom. Parents know they have a voice in class content and feel actively involved in their children's

education. Parents are used as resources to legitimize global education in the community and provide reinforcement at home of the global perspectives learned at school.

DYNAMICS

What is the future of the Global School at Stevenson? To its credit, it has survived loss of outside funding, staffing turnovers and the hostility of a few Stevenson teachers. Some observers believe Jonathan Swift has held it together single-handedly. Certainly Jon's role as director, recruiter, trainer of new teachers is critical. His reputation as a fine teacher preceded the program, and his unusual background in music, extensive travel and commitment to a Ph.D. are significant. Perhaps the reason the Math and Science teachers lost interest has to do with the program leadership coming from language arts. Many of the critics' dire predictions did not come true. The global classes have a mix of all ability groups and have not drained the high achievers from other classes. The global teachers do not receive special attention or funding; however, their inquiry-based teaching strategies and content emphasis on global perspectives demand dedication and time. In fact, the Global School has stayed small and is no longer considered a threat to other classes.

The Global School has low visibility at Stevenson by choice. It's supporters - students, teachers and parents - seem to enjoy its small active nature analogous to an academic athletic team. There is a sense of excitement and belonging for all involved in the Global School. The only question remaining is whether as enrollment continues to decline it can hold sufficient numbers to convince the Livonia Central Office that it is a viable program.

PART III

WHAT WE HAVE LEARNED

This study was undertaken with the aim of being helpful to those already engaged in international understanding efforts as well as others who are considering such a move. Six projects were examined in hopes of finding some factors or conditions that contributed to their success or lack thereof. The study was not meant to be exhaustive or to suggest ideal practices, but merely to describe what exists and to report what has been learned by those most closely associated with the projects and with this study.

VARIETY OF DEFINITIONS AND APPROACHES

International understanding, the term used to denote a wide range of issues, topics and approaches encompassed in the projects reviewed here, has been characterized as a movement, or as a curricular or program emphasis rather than a field or a discipline. No attempt was made to deal with definitional or conceptual issues in this study. The authors of this report accepted as being within the scope of the term international understanding whatever definition or working concept was used in each of the projects. The term most frequently used in the six projects was global education. The content focus ranged from the study of Africa, Asia or other cultural or geographical areas to the study of issues such as population and human rights. Also included were programs emphasizing the use of international students, mock United Nations sessions, simulations, and cross-cultural tutoring. There was a commonality of purpose in the sense that all the projects did focus on helping elementary and secondary school students to understand other cultures and peoples or international issues or processes.

Any notions that international understanding was an innovation or movement with a single set of objectives or widely agreed upon approaches or strategies were quickly dispelled as various project activities were reviewed. These projects with their different content emphasis, sources of support and organizational structures reflect the great diversity of U.S. education as well as the diversity of the world they sought to help citizens to better understand.

The strength of the movement may well be in its diversity. On the other hand the variety of objectives, organizational structures, content and methods associated with the movement suggests an intellectual vagueness that may contribute to the lack of support in academia and inhibit further progress. If everything is international understanding why bother to give it special emphasis. Why not be satisfied with seeking improvements in education more generally?

LACK OF CONSENSUS APPARENT

The lack of clear cut definitions and goals contributes to a quality problem. These projects showed little inclination to deal with it. The lack of a clear cut definition or widely accepted set of objectives may in part account for lack of support which in turn serves to limit progress. This is most evident in lack of sustained, coordinated, successful efforts to generate outside support; and in variation in the quality of the materials and approaches found in various projects. As yet few national networks or organizational support systems exist to assist local or state efforts. The lack of a well coordinated national effort suggests that only those projects with strong local or regional links are likely to survive. Geographically remote central headquarters seem to play a small role in most local efforts. Despite this apparent lack of

national coordinating efforts there is evidence that a variety of governmental and non-governmental agencies including private foundations operating at or perceived as operating nationwide have played a role in developing and promoting intellectual frameworks and rationales for the movement. These same groups have also provided classroom and workshop materials and teaching ideas that show up in the programs of the six projects studied. To date, however, given the proliferation of efforts at state and local levels, national efforts whether private or governmental seem to have played a rather limited role. They have helped to promote diversity but as yet have not forged a common cause nor set a clear direction.

The materials, ideas and leadership provided at the national level should not blind us to the fact that there is much creativity at the local and regional level. There is much to be gained by identifying and making available more widely the materials and insights produced locally. Global Perspectives in Education, New York, has taken a major step in this direction with its various clearinghouse functions, but much more needs to be done. A major question is what kind of national effort or combination of state and local efforts is likely to be most viable and productive?

A DECENTRALIZED MODEL MIGHT WORK

It may well be that the most desirable and viable national effort would be a coalition created by and controlled by local units banning together to help each other and encouraging the founding of other such units. The model for such a movement would be an expanding universe of co-equal partners rather than the more typical pyramid with control centralized at the top. In such a model all units would, in a sense,

be national in that local experience, expertise and products would be available nationwide through the coalition and its network. The maintenance of such a coalition based on such a model would seem less likely to siphon off local resources to maintain large, expensive, highly centralized national headquarters - a condition which seems inevitable in the more centralized models. The projects studied here might operate very well in a "expanding universe." Information and service could be more important to their continued success than centralized direction.

LEADERSHIP CRUCIAL

Leadership, like creativity, occurs at all levels, local, state, regional and national. In each of the six projects studied it was relatively easy to identify one or two individuals who played the key role in the success of the project. The crucial role of leadership is especially apparent in those projects where despite seemingly limited funding and lack of human resources, effective, productive programs were maintained. Commitment, creativity and clarity of goals seems to count more than an abundance of financial resources.

Leadership is found among elementary, secondary and college and university teachers, who initiate programs and courses; among supervisors and administrators who take risks in assigning high priority to international understanding efforts; and among state department of education personnel who help to create and support statewide efforts in this important area of human affairs. In each of the six projects studied a few key individuals largely made the difference between a successful, sustained effort and a soon-to-be-forgotten special project. It should be noted that even in those cases where the project title was forgotten evidences of materials and practices remained.

MATERIALS PLAY IMPORTANT ROLE

In projects, as in the classroom, the variety and quality of instructional materials used often provide a strong clue to the emphasis or focus of the program and contribute greatly to its success. These projects were no exception.

These projects developed and/or collected, promoted and distributed a wide variety of materials. There seemed to be agreement amongst the project directors on the importance of suitable materials and teaching aids. Several of the projects involved teachers in selecting materials and teaching aids. Several of the projects involved teachers in selecting materials and organizing them for classroom use and for widespread distribution. A few of the projects involved teachers in writing lessons or units. In such cases questions of quality control invariably emerged suggesting that teachers may be good judges of how useful materials will be in the classroom setting, but may have difficulty assessing the validity and authenticity of the content. Most of the projects collected, distributed and/or made available on a loan basis a great variety of lessons, activities, readings, handbooks, newsletters and books appropriate for teachers or students. The materials used came from a wide variety of sources. Among the most frequently cited sources were: Global Perspectives in Education (New York), The Center for the Teaching of International Relations (Denver), The Mid-America Program (Bloomington, Indiana) and The Mershon Center (Columbus, Ohio).

INSERVICE EDUCATION A POPULAR STRATEGY

Inservice teacher training was a feature in each of the projects. In most cases such efforts were part of the original plan. In a few other cases the project directors found that as their efforts became known

requests from teachers for information and advice increased to the point that it became desirable to organize workshops and conferences to demonstrate approaches and strategies and to disseminate sample lessons and other materials. In several of the projects, requests for further such efforts continued beyond the life of the project.

The more successful programs generally included a combination of presentations featuring substantive experts as well as demonstrations of practical, manageable classroom activities. Teachers seemed to respond favorably to both quality substantive presentations and "hands on" experiences.

SOME FINDINGS

What has been learned that might be of interest and help to others who seek improvements in international understanding?

The significance of these findings to those who are already involved or planning to become involved in international understanding education will depend largely on individual perspectives and the conditions under which they must operate. A few findings may well hold true under most conditions. In the opinion of the authors, they include:

1) The capacity of those responsible for the project to function effectively within the constraints and supports inherent in the institutional setting wherein the project or speical effort is based is a critical element in any project's success;

2) The dedication, persistence and enthusiasm of one or two individuals is a major factor in most successful projects - the ability to keep "plugging away" and to encourage and to interest others is an important determinant of success;

3) Sensitivities to and understanding of the culture of the school - the conditions teachers face and their view of these conditions - is a must;

4) Awareness of what is happening elsewhere and contacts with other similar efforts is a major factor in keeping on target and in keeping up enthusiasm for further efforts;

5) Willingness and ability to attend to the political and personality factors impinging on the project is a factor in its success.

For those seeking improvements in education there is no single, easy road to success, but dedication, enthusiasm, persistence and competence greatly improve one's chances.